

SIX MILE ELEMENTARY

777 N. Main Street

Six Mile, South Carolina 29682

GRADES K-5 Elementary School

ENROLLMENT 480 Students

PRINCIPAL Troy M. Terry 864-868-2352

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	52	4	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes

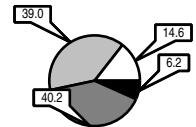
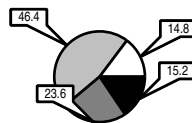
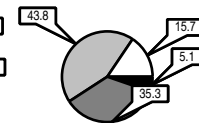
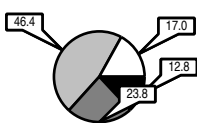
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	244	100.0	15.7	43.8	35.3	5.1	56.2	Yes	Yes
Gender									
Male	121	100.0	19.1	48.7	28.7	3.5	50.4		
Female	123	100.0	12.5	39.2	41.7	6.7	61.7		
Racial/Ethnic Group									
White	240	100.0	16.0	44.6	34.2	5.2	55.4	Yes	Yes
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	206	100.0	9.1	46.0	39.4	5.6	62.1		
Disabled	38	100.0	51.4	32.4	13.5	2.7	24.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	244	100.0	15.7	43.8	35.3	5.1	56.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	244	100.0	15.7	43.8	35.3	5.1	56.2		
Socio-Economic Status									
Subsidized meals	95	100.0	27.3	40.9	27.3	4.5	40.9	Yes	Yes
Full-pay meals	149	100.0	8.8	45.6	40.1	5.4	65.3		

Mathematics - State Performance Objective = 15.5%									
All Students	244	100.0	17.0	46.4	23.8	12.8	50.2	Yes	Yes
Gender									
Male	121	100.0	15.7	51.3	22.6	10.4	50.4		
Female	123	100.0	18.3	41.7	25.0	15.0	50.0		
Racial/Ethnic Group									
White	240	100.0	17.3	46.8	23.4	12.6	49.8	Yes	Yes
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	206	100.0	12.1	47.0	26.8	14.1	55.1		
Disabled	38	100.0	43.2	43.2	8.1	5.4	24.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	244	100.0	17.0	46.4	23.8	12.8	50.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	244	100.0	17.0	46.4	23.8	12.8	50.2		
Socio-Economic Status									
Subsidized meals	95	100.0	20.5	48.9	23.9	6.8	40.9	Yes	Yes
Full-pay meals	149	100.0	15.0	44.9	23.8	16.3	55.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	86	98.8	21.8	32.1	35.9	10.3	46.2
	Grade 4	91	100.0	25.0	46.6	27.3	1.1	28.4
	Grade 5	93	100.0	19.5	39.1	40.2	1.1	41.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	76	100.0	14.9	28.4	45.9	10.8	56.8
	Grade 4	80	100.0	24.1	43.0	30.4	2.5	32.9
	Grade 5	88	100.0	9.3	57.0	31.4	2.3	33.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	86	100.0	15.4	46.2	23.1	15.4	38.5
	Grade 4	91	100.0	22.7	53.4	14.8	9.1	23.9
	Grade 5	93	100.0	13.8	52.9	27.6	5.7	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	76	100.0	16.2	43.2	31.1	9.5	40.5
	Grade 4	80	100.0	17.7	48.1	17.7	16.5	34.2
	Grade 5	88	100.0	16.3	45.3	26.7	11.6	38.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 480)				
First graders who attended full-day kindergarten	97.5%	N/C	100.0%	100.0%
Retention rate	2.8%	Down from 3.8%	2.6%	2.7%
Attendance rate	96.9%	Up from 96.6%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.8%		2.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%		2.6%	3.5%
Eligible for gifted and talented	15.6%	Down from 18.1%	20.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 7.3%	7.8%	8.2%
Older than usual for grade	0.4%	No change	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	64.5%	Up from 54.3%	55.0%	51.4%
Continuing contract teachers	90.3%	Down from 97.1%	90.2%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 86.3%	88.6%	86.7%
Teacher attendance rate	96.2%	Up from 95.9%	95.1%	94.9%
Average teacher salary	\$43,866	Up 3.7%	\$41,933	\$40,760
Prof. development days/teacher	13.7 days	Up from 12.5 days	11.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.5 to 1	20.1 to 1	18.9 to 1
Prime instructional time	91.4%	Up from 91.3%	90.6%	90.0%
Dollars spent per pupil*	\$5,923	Up 2.5%	\$5,756	\$6,044
Percent of expenditures for teacher salaries*	61.9%	Down from 62.2%	66.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.6%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Six Mile Elementary School continued to implement its goals for academic success during the 2003-2004 school year. As a Red Carpet School and an Exemplary Writing School, SME worked as an ambassador for improved educational practices to other elementary schools across our state. Our teachers presented at the Fall Writing Conference and at other area elementary schools on writing integration. In addition, visitors from other schools came to observe our instructional best practices. A long tradition of excellence and academic success continued as the school applied for the coveted Carolina First Palmetto's Finest Award and received a first site visit. Our school applied, and will hear soon, whether it will be a National Inviting School for 2004. Two additional teachers were certified by the National Board for Professional Teaching Standards in November 2003 bringing SME's total to five. The faculty and staff of Six Mile Elementary continued to address the challenges that State accountability, standards, and Federal mandates have placed upon the classroom by continuing to map curriculum and align instruction and assessment with curriculum standards; meeting as grade-level teams and planning as vertical teams; participating in professional book discussions to implement best practices; and continuing to focus on improving student literacy across the content areas. All of these improvement initiatives were in addition to the number of innovative programs already in place at Six Mile Elementary including: SCORE (21st Century Learning Grant) after-school remediation and enrichment program; Academic Achievement awards program and pep rallies, Words of Wisdom Character Education Program; PTO family nights focusing on reading, writing, and science; the annual Literacy Celebration; Accelerated Reader Program and AR Banquet; active School Improvement Council and PTO; comprehensive art, music and physical education programs; Reading Recovery; and a comprehensively challenging and engaging interactive curriculum. The SIC and PTO parent volunteers funded and completed Phase III of our Outdoor Plan with extensive landscaping improvements to the new parking lot and main entrance. 38 large trees were planted during our autumn workday and benches and trash cans were added during the spring. The SIC, in cooperation with our district, county, and state leadership, were instrumental in overseeing the final construction of our new highway turn lanes, front entrance, and new parking lot. These efforts show that community collaboration is the key to school success. Six Mile Elementary continues to be a caring, community school that promotes success and achievement for all students.

Troy M. Terry, Principal

Cindy Watson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	85	55
Percent satisfied with learning environment	100.0%	92.9%	94.4%
Percent satisfied with social and physical environment	100.0%	96.5%	96.3%
Percent satisfied with home-school relations	100.0%	92.9%	81.1%

*Only students at the highest elementary school grade level at this school and their parents were included.